DOCUMENT RESUME

ED 332 234 CS 507 272

AUTHOR Remaly, Beth K.
TITLE Strategies for Increasing the Expressive Vocabulary of Kindergarten Children.
PUB DATE Jun 90
NOTE 85p.; M.S. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Expressive Language; High Risk Students; Kindergarten; *Kindergarten Children; Language Acquisition; Learning Activities; *Oral Language; *Parent Participation; Parent Student Relationship; Primary Education; *Verbal Ability; Verbal Development; Vocabulary Development

ABSTRACT

A practicum study, recognizing the expressive language delays of inner-city kindergarten children, implemented two strategies to increase their expressive language ability and their mean length of utterance. The target population, 14 kindergarten students who demonstrated vocabulary development delays on the Brigance Kindergarten Screening Test, participated in oral language classroom sessions and at-home activities that emphasized specific vocabulary for mastery, as well as presented opportunities for elaborated language. Results indicated increased vocabulary, mean length of utterance, levels of participation, and appropriate speaking behaviors. Parent participation was exemplary. Data indicated that emphasis on providing students opportunities for expressive language development will in fact increase their oral language ability. (Fifteen references are attached. Appendixes include data collection instruments, descriptions of oral language activities, and data analysis tables.) (Author/SR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SEP 5 1990

ED332234

STRATEGIES FOR INCREASING THE EXPRESSIVE VOCABULARY OF KINDERGARTEN CHILDREN

by

Beth K. Remaly

BEST COPY AVAILABLE

A Practicum Report Submitted to the
Center for the Advancement of Education
of Nova University
in Partial Fulfillment of the Requirements
for the Degree of Master of Science

The Abstract of this report may be placed in the School Practicum Information Files for reference.

June, 1990

CS507273

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Beth K. Remaly

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

AUTHORSHIP STATEMENT

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work presented here, will earn similar respect.

Beth K. Remaly

Beth K. Remaly

ABSTRACT

Strategies for Increasing the Expressive Vocabulary of Kindergarten Children
Remaly, Beth K., 1990: Practicum Report, Nova University, The Center for the Advancement of Education.
Descriptors: Expressive Language/Oral Language/ Receptive Language/Child Language/Verbal Ability/ Verbal Development/Language Acquisition/Parent Participation/Parent Child Relationship/Kindergarten Children/

The expressive language delays of inner-city kindergarten children were recognized and two strategies were implemented to increase their expressive language ability and their mean length of utterance. The target population participated in oral language classroom sessions and at-home activities that emphasized specific vocabulary for mastery, as well as presented opportunities for elaborated language. The results indicated increased vocabulary, mean length of utterance, levels of participation, and appropriate speaking behaviors. The data indicated that emphasis on providing students opportunities for expressive language development will in fact increase their oral language ability. Appendices include data collection instruments, oral language activities, and data analysis.

TABLE OF CONTENTS

		Page
Title Page		i
Authorship Statement		ii
Abstract		iii
Table of Contents		iv
Observer's Verification		vi
Chapters		
1	Background	1
2	Research and Solution Strategy	11
3	Methodology	21
4	Results	29
5	Recommendations	35
Reference List		37
Appendices		
A:	Brigance Screening Test Results	40
B:	Cumulative Record Information	42
C:	One Word Picture Vocabulary Test	44
D:	Mean Length of Utterance Test	46
E:	Oral Language Participation Checklist	48
F:	Oral Language Behavior Checklist	50

G: Books for At Home Strategy 52

H: Target Vocabulary Checklist 58

I: Mid-Program Parent Evaluation . . . 60

J: Final Parent Program Evaluation . . 62

K: Classroom Oral Language Activities . 64

L: Pretest/Posttest Vocabulary Data . . 69

M: Pretest/Posttest Mean Length of Utterance Data 71

N: Oral Language Participation Data . . 73

O: Oral Language Behavior Data 75

P: Mid-Program Questionnaire Data . . . 77

Q: Final Program Questionnaire Data . . 79

CHAPTER 1

PURPOSE

The writer of this practicum taught in an elementary school located in an urban area in the Southeast. The school served one of the three Black population pockets in the county. The total school enrollment was 711. Of these students, 653 were Black, 38 were Spanish speaking, 18 were White and two were Asian American. Also included in the 711 enrollment figure were 200 students enrolled in the exceptional education programs at the school. The programs offered included classes for the educable mentally handicapped, trainable mentally handicapped, profoundly mentally handicapped, physically impaired, autistic, and the severely learning disabled. Intensive speech therapy was also provided.

The administrative staff consisted of the principal, assistant principal, and a lead teacher. The assistant principal was responsible for the exceptional education program and the lead teacher coordinated the regular education programs. The instructional staff was made up of 28 regular

education teachers and 25 exceptional education teachers. The school also employed 24 paraprofessionals. Four of the paraprofessionals were assigned to the regular education program; the rest served the exceptional education students. Additional student service staff included: psychologist, visiting teacher, guidance counselor, placement specialist, physical therapists, and three occupational therapists. The ethnic breakdown of the instructional staff was: 21 Black, 28 White and 4 Spanish speaking.

The school offered regular education classes for students in kindergarten through sixth grade. Several new programs were designed and implemented to enhance the curriculum. For example, Chapter I students (students who scored below average in reading and math on the Stanford Achievement Test) who, in the past, were assigned to classes for Chapter I students only, were now being integrated into regular classrooms. A pre-vocational laboratory was created for the students in the exceptional education department. Regular education students had limited access to the lab. Student evaluations were given six times a year instead of four. Parents were required to pick up the evaluations on two occasions.

A kindergarten readiness program was implemented. A specific class for pupils with learning disabilities and requiring intensive speech therapy was created.

The school served lower socioeconomic families. Many of the students were being raised by a single parent or an extended family member. The majority of the families received public assistance. Those parents who were employed were in low-paying positions. Eighty percent of the school population qualified for the free lunch program which indicated a yearly income below $22,000 for a family of four.

The students lived in the area of the school which was made up of a combination of small, single family homes and apartments. The homes were generally run down and in need of repair. Many of the homes were occupied by both immediate and extended family. Within close proximity to the school there were a significant number of abandoned houses. The area was surrounded on all sides by busy, four-lane highways.

One of the major concerns in the area the school served was the high crime rate. There were frequent shootings, robberies, assaults, etc. Drug trafficking and drug use was evident. The students shared stories of drug use and involvement within

their families and neighborhood. Many of the children were street wise as evidenced by their vocabulary and sophistication regarding street activities.

Parent involvement in school activities, i.e., Parent Teachers Association, Open House, etc., was minimal. Parents blamed work schedules, younger children, and lack of time as reasons for not participating. Some shared their own frustrating school experiences as a reason for being uncomfortable in a school environment. Cumulative records indicated that many of the parents dropped out of high school before graduating.

The writer was completing the fourth year of teaching kindergarten in this southeastern metropolitan area. Previous experience included three years teaching first grade in a rural community in the midwest and two years teaching four year olds in a private school in the west. The writer taught in both upper and lower socioeconomic areas with minority and multi-cultural populations. The writer received three educational grants for classroom instructional projects. The first grant was designed to enhance oral language development in kindergarten students through puppetry, the second was to increase

the expressive language vocabulary of kindergarten students through parent involvement, and the third grant focused on increasing the kindergarten child's ability to create a story using complete sentences, proper sequencing, etc.

Early childhood educators have focused attention on oral language development in young children, as it relates to success in school. Infants usually begin talking at about 12 months of age with a few simple words. By 18 months their vocabulary has increased to 50 words, and by two years of age the child has a 200-word vocabulary. At age six the child's vocabulary consists of anywhere from 8000 to 14,000 words. This increase is an average of six to 10 words a day from age two to six according to Berger (1987).

Berger (1987) also stated that preschool children are able to understand any word they hear as long as the meaning is explained to them and the word is used correctly in context. Therefore, preschool children who have been exposed to words through being read to, taken on trips to the grocery store or shopping, taken on vacations, or have consistently had opportunities to "talk" with parents, family members, or preschool teachers should possess a

considerable receptive vocabulary by the time they enter kindergarten. Furthermore, when these children enter kindergarten at age five, they should possess an expressive vocabulary that falls within the normal range for this age child.

The students in the writer's kindergarten class demonstrated poor vocabulary development. When asked to respond orally to a question, or to describe an experience or picture, the students struggled to find the correct words. For some, even the simplest response was difficult. Typical behavior when asked a question that required more than a yes or no answer was: silence, poor eye contact, hand covering the mouth, a shrug of the shoulders, and/or incorrect word usage. However, when the students were given choices, i.e., choosing the picture that is the correct response to the question, or providing several oral responses and letting the children select the appropriate one, they responded correctly.

Upon entering kindergarten, the Brigance Kindergarten Screening Test was administered to the writer's class. The results have been summarized (Appendix A:40). Out of 21 students, 21 scored below the norm for the entire test. Fourteen of the 21 students scored below the norm for vocabulary

development. The target population for this practicum was the 14 students that demonstrated vocabulary development delays on the Brigance Screening Test.

Examination of the cumulative records (Appendix B:42) revealed some possible explanations for the poor vocabulary development of the target population. Records showed that the students come from a low socioeconomic background. Many of them were being raised by young, non working, single parents. Some of the children were being raised by grandparents who were responsible for a number of other children. Those parents who were working were employed in jobs that were low paying and required long hours. None of the 14 students in the target population had attended preschool or Head Start. This information indicated that because of work schedules, finances, lack of parental involvement and expertise, these children did not have the opportunities necessary for good vocabulary development. They had not been exposed to a variety of experiences and had not had the adult-child conversations that provided the child with new words and chances to use the words. As a result, when asked to respond orally to something

they had not previously experienced, the students did not possess the proper vocabulary.

Piaget (1976) believed that young children must develop and understand a concept before they can acquire the language that accompanies that concept. Others, like Bruner (1964, 1983) and Vygotsky (English edition, 1962), felt that conceptual development and language development were more interrelated according to Berger (1987). When considering the target population in relation to the above theories, it seemed that during their early years these students were not provided the practical experience necessary for adequate language acquisition.

Kindergarten students who experience normal vocabulary development should score a minimum of six out of 10 possible points on the vocabulary development section of the Kindergarten Brigance Screening Test. This practicum was designed to address the problem of poor vocabulary development in the 14 students who scored below the norm on the vocabulary development section of the Brigance Screening Test.

The practicum was intended to achieve the following objectives:

1. After participating 10 weeks in a program to increase expressive vocabulary, the 14 students in the target population would increase their expressive vocabulary 80 percent as measured by the difference between the pre- and posttest scores on a teacher-made, one word, picture vocabulary test (Appendix C:44).
2. After participating 10 weeks in a program to increase expressive vocabulary, the 14 students in the target population would increase their mean length of utterance by 50 percent as measured by the difference between the pre- and posttest scores on a teacher-made, expressive language picture test (Appendix D:46).
3. After participating 10 weeks in a program to increase expressive vocabulary, the 14 students in the target population would demonstrate an 80 percent increase in their participation in classroom discussion as evidenced by their frequency of participation recorded on a teacher-made observation checklist (Appendix E:48).

4. After participating 10 weeks in a program to increase expressive vocabulary, the 14 students in the target population would demonstrate a 50 percent reduction in mannerisms that inhibit speaking, i.e., head lowered, poor eye contact, hands over the mouth, etc., as evidenced by the recording of such behaviors on a teacher-made checklist (Appendix F:50).

CHAPTER 2

RESEARCH AND SOLUTION STRATEGY

Children's expressive vocabulary development is dependent on providing the child with opportunities for conversation with teachers, parents, and peers. Picture book story time offered one opportunity for a young child to learn language as studies by Snow (1983) and Whitehurst et al. (1988) have proven.

Whitehurst et al. (1988) studied a home-based intervention designed to make parent-child reading time a quality language experience. While reading to their children, parents were instructed to increase the number of open-ended questions, function/ attribute questions, and expansions. They were to avoid questions requiring one word answers or questions that could be answered by pointing. Ways to respond appropriately to children's attempts to verbalize were also shared with parents. After participating in the program for four weeks, the target populations of two, three and four year olds demonstrated a minimum of six months gain on the Illinois Test of Psycholinguistic Abilities. Nine

months later there was still a six month advantage on expressive vocabulary tests between the experimental group and the control group. The parental behaviors not only made a difference in the child's vocabulary, but in his fluency and expansions.

Snow (1983) also studied the use of picture books as they related to expressive vocabulary development. In a case study of a child from the time he was 21 months until he reached school age, picture books and parent-child story time were used to increase the child's expressive vocabulary. The first books used were highly contextualized, i.e., one picture, one word. For the very young child the physical context was important support for vocabulary development. Equally important was the historical context: the child's previous experience with the event, word, place, etc. As the child progressed in his vocabulary development, more decontextualized books were used. The routine and format of book reading constituted occasions for vocabulary acquisition.

Within the classroom the use of books and picture stimuli has proven successful in increasing expressive vocabulary and expanded language according to Chant (1979), Hough, Nurss and Wood (1987), and

Nurss and Hough (1985). Among the kindergarten children studied, extensive vocabulary and descriptive language was elicited when single pictures designed to foster conversation were presented. Wordless picture books also stimulated expressive vocabulary. However, neither of these methods encouraged elaborated language or story structure.

In the same study of kindergarten children, Nurss and Hough (1985) experimented with original story telling as a means of fostering elaborated expressive language. Although the story might be guided by teacher questioning, the original story told by the child elicited fluent, mature language, with more varied vocabulary and description. The authors found that when given the chance to tell a story and have someone listen, the children welcomed the opportunity.

According to Oken-Wright (1988), Show-and-Tell offers children an arena for expressive language and vocabulary development. It provided the children with an audience and feedback. When telling the group about his experience or his possession, the child must find the words for what he wants to say and organize them in a way that will be understood by

his audience. The teacher and other students ask questions and let the child know if he is communicating effectively. The audience shares the excitement of the presenter, thereby encouraging him to share again.

Instruction, reinforcement, and practice are the three necessary components in a Chapter I program designed for low-achieving kindergarten children attending school in an urban area. Arnson (1984) conducted small group sessions (four to six students), one hour per week. The focus was on prereading skills presented in a sequential pattern. These prereading skills, including expressive vocabulary development, were addressed in a curriculum designed around nursery and folk tales. The classroom instruction was reinforced by an aide who visited the child at home one hour per week to work one to one with the child while the parent observed. Materials were left with the parent to provide practice for the child. After one year, 59 percent of the 51 children in the target population tested out of the Chapter I program and were promoted to a regular first grade. On the Cognitive Skills Assessment Battery for pre-kindergarten and

kindergarten, 90 percent of the students mastered the vocabulary skills.

Heibeck and Markman (1987) approached the problem of increasing a child's expressive vocabulary through fast mapping. Fast mapping occurs when the child uses linguistic and nonlinguistic context clues to determine the meaning of a new word. Therefore, if an unfamiliar word is contrasted with a familiar one, the child is provided with information about the new word. For example, if the child is asked, "Bring me the beige book, not the blue one," the child can rule out book, blue, and the shape of the book, as the meaning of beige. Their study involved 83 two to four year olds who were to be taught novel color, shape, or texture terms. Each child was asked to get one of two items for the examiner. Items were identical in every aspect except one. The questions were asked in the contrast format, i.e., "Bring me the chartreuse book, not the red one." After a 10-minute delay, a follow-up task was performed to see if the child could name the new word, comprehend its meaning and categorize the word in its appropriate domain, i.e., color, shape, etc. Results indicated that fast mapping can be used by younger children as

a means of understanding the meaning of new words and assimilating them into their vocabulary.

Findings in studies conducted by Whitehurst and Valdez-Menchaca (1987) and Moerk (1986) indicated that the acquisition of expressive vocabulary is directly related to the child's environment and the positive reinforcement he receives from his environment. The experimenter used a foreign language with 20 preschool children. He presented and verbally labeled a toy stimuli. The labeling was done three times at 10-minute intervals. When the child used the correct foreign name of the stimuli, he immediately received the toy. After one minute the toy was taken from the child unless he requested it again, using the correct foreign word. Children were tested on their comprehension and production of the new words. The results of this study are significant for children with expressive language delays. "Reinforcement was effective in motivating children to talk spontaneously in the new language to which they were exposed," Whitehurst and Valdez-Menchaca (1987) stated.

The above research clearly indicated that practice with language facilitates language development, and the practice must be provided by the

child's home and school environment. Books, story-telling, Show-and-Tell, positive reinforcement, and fast mapping were all possible strategies for increasing a child's expressive vocabulary and length of utterance.

After reviewing the literature and considering the target population and their special needs, the writer selected two areas on which to base strategies for increasing expressive vocabulary. Classroom strategies were designed to develop expressive vocabulary and an at-home intervention strategy was selected to assist parents in facilitating expressive vocabulary development. As the literature suggested, these areas are not mutually exclusive and therefore should be addressed simultaneously.

The target population, due to environmental circumstances, did not have the experiences or appropriate interactions with adults and peers that are necessary for adequate acquisition of expressive vocabulary. The positive reinforcement that Arnson (1984) suggested was necessary for language development was missing. The research of Chant (1979), Hough, Nurss and Wood (1987), Nurss and Hough (1985), and Oken-Wright (1988) indicated that the instruction and reinforcement of expressive language

needed to be part of the early childhood curriculum. Therefore, the writer chose to emphasize expressive vocabulary development in the classroom. For a minimum of 60 minutes per week, the students participated in classroom activities that were designed to foster vocabulary development through the use of picture books, busy pictures, hands-on experiences, etc. These same stimuli were used successfully in the research the writer reviewed. The activities were facilitated by the classroom teacher and each activity had specific vocabulary for mastery by the students. The focus was on the acquisition of nouns and descriptive words unfamiliar to the students. The students had opportunities to share their experiences and activities with the rest of the class. This offered them the opportunity to use their newly acquired vocabulary and experience feedback from their teacher and peers, that the research indicated was necessary.

The research of Snow (1983) and Whitehurst et al. (1988) demonstrated the effect that parents can have on language development. Trained parents using picture books and positive reinforcement with their young children made a significant difference in language acquisition. Therefore, in addition to the

classroom strategy, the writer selected an at-home strategy to increase the expressive language of the target population.

Parents were trained and provided with materials that could be used with their children to foster vocabulary acquisition. Parents attended a training session that was designed to assist them in understanding language development, enable them to create language experiences for the child, know how to respond and reinforce the child's attempts, and contract with them to participate in vocabulary development activities with their child that were sent home in lieu of traditional homework.

Twice a week students in the target population took home a packet that contained a vocabulary and/or language development activity designed for parent-child use. The packet contained a picture book or activity, and a discussion guide for parents. The discussion guide outlined specific vocabulary, questions to elicit responses, and follow-up activities. When the packet was returned to the classroom, the child had an opportunity to share the book and/or activity with the teacher and the class. As Oken-Wright (1988) pointed out, this gave the child a chance to use the new vocabulary and

increased the comfort level in speaking. The sharing also gave the writer a way of assessing the effectiveness of the at-home instruction.

The selection of both the classroom strategy and at-home strategy was based on the research the writer reviewed. The use of books, story telling, Show and Tell, parent involvement, and positive reinforcement were stimuli used by other researchers that demonstrated the desired results of the writer.

CHAPTER 3

METHODOLOGY

Preparation for Implementation

During the first week of program implementation the writer selected 16 classroom activities that were designed to increase expressive vocabulary (Appendix K:64). Careful consideration was given to select activities that included a variety of stimuli to create conversation and interaction. Specific vocabulary (nouns and adjectives) were targeted for mastery in each of the 16 activities.

Fourteen picture books appropriate for vocabulary development were also selected by the writer and put in individual, plastic book packets. Discussion guides for each picture book were created by the writer and placed in each packet. The guides were designed to facilitate discussion between parents and their children. They highlighted the desired vocabulary and suggested questioning (Appendix G:52).

The writer developed a pretest/posttest (Appendices C and D:44, 46) to measure the increase in

vocabulary and mean length of utterance of the target population. A 25, one-word picture vocabulary test consisting of some of the selected vocabulary of the classroom and at-home language activities was developed to evaluate the increase in expressive vocabulary; and, two story pictures were selected to measure the increase in the mean length of utterance. The progress of each student was measured by the difference between the pretest/posttest scores of each of the assessments. Individual percentage increases were calculated as well as the arithmetic mean for each assessment.

The writer developed a checklist of the targeted vocabulary for the classroom activities and the picture book packets. The checklist served as a formative evaluation of the strategies (Appendix H:58). As the students shared their books and activities, the writer or the classroom paraprofessional placed a check by each new vocabulary word used correctly.

Additional checklists were developed by the writer to provide on-going information regarding the students' participation in the activities, as well as the behaviors observed during the activity (Appendices E and F:48, 50). All of the checklists

were designed to be used by an individual who observed the student during the activity. In this case, the para-professional was the recorder.

Prior to the actual instruction and circulation of the book packets, a 60-minute parent training session was held for the parents of the target population. Invitations were sent home with the children and phone calls to each of the parents were made by the writer or the classroom paraprofessional to invite the parents to attend. The session was held from 7 to 8 p.m. in the classroom and the students were encouraged to attend with their parents. The session provided parents with suggestions for creating language experiences at home and assisted them in the use of the book packets that their child would be bringing home. The writer conducted the session and the information shared was derived from existing materials on language development in young children.

Pretest Administration

During the first week of implementation both pretests were administered individually to the students by the writer. Each correct answer on the vocabulary pretest was recorded. Only one answer to each picture was considered to be correct. The

vocabulary test took from five to seven minutes to administer to each student.

The two story pictures were used to measure the mean length of utterance. Each picture was shown to the students and their responses were recorded on a cassette recorder. The writer started the discussion with "Tell me about the picture." The administration of this pretest took approximately five minutes per student. At the conclusion of the assessment, the writer listened to the recording and counted the number of words in each utterance (phrase or sentence). A mean length of utterance was calculated by adding the total number of words in each of the utterances and dividing by the number of utterances.

Classroom Strategy

During the eight-week classroom implementation, the classroom teacher conducted two 30-minute, oral language activities per week (Appendix K:64). A variety of stimuli was used to create conversation and interaction. Each activity involved the introduction of new vocabulary, an opportunity to practice using the new vocabulary, and a hands-on project that centered around the new vocabulary. Specific vocabulary (nouns and descriptive words) were targeted for mastery in each activity.

The language activities were conducted in small group settings in order to give each student the maximum opportunity for participation. No more than five students were in the group at one time. The instruction took place around a kidney table located away from the activity of the rest of the class.

The decision to work with a maximum of five students per group necessitated some restructuring of the classroom routine. It was decided that the oral language activity would be one of the Language Arts learning centers. The groups rotated in and out of the center every 30 minutes. Although the students received only 30 minutes of instruction, the teacher spent 90 minutes in the center. The students not involved in the oral language instruction were engaged in other Language Arts learning centers. They worked independently or with the classroom paraprofessional.

At-Home Strategy

The 14 book packets (Appendix G:52) were also circulated during the eight-week implementation. All of the necessary materials for the completion of the activity were placed in the book packets. The packets were circulated using a library check out system and were distributed Monday and Wednesday

afternoons. The students were allowed to keep the packets for two evenings, in an effort to give parents an opportunity to help their child complete the activity. The classroom paraprofessional was responsible for the distribution of the packets as well as replenishing the materials in the packets.

On Wednesday and Friday mornings for approximately 20 minutes, the students shared their book packet activity with the class. They were asked open-ended questions about their project and/or book. During the sharing time students were encouraged to speak in sentences, use new vocabulary, and use good communication behaviors (head up, eye contact, loudness, etc.).

Formative Evaluations

The checklist of targeted vocabulary (Appendix H:58) was used each time the students had an opportunity to use newly acquired vocabulary. As the students shared their projects or discussed their activities, a check was made for each targeted vocabulary word used. Generally the checklist was used twice weekly and the classroom teacher and the paraprofessional were responsible for making the observations.

The teacher observation checklist (Appendix E:48) was used to determine the students' level of participation in classroom discussions. Each time the student volunteered to respond, or responded, when asked a question during the language instruction, a point was given. The points were totaled after four weeks of implementation and again at the conclusion of the eight weeks. The classroom teacher and the paraprofessional shared the responsibility for the completion of the checklist.

A checklist was also used to observe the speaking behaviors of the students (Appendix F:50). As the children participated in the classroom instruction and the sharing of the at-home activities, their speaking behaviors were recorded on the checklist. Checks were given for each behavior demonstrated and the scores were totaled after four weeks and eight weeks. Either the teacher or the paraprofessional recorded the behaviors. The checklist was used twice weekly.

Evaluation Questionnaires

In order to communicate with parents and solicit their opinions concerning the at-home strategy, a mid and final evaluation questionnaire was sent home (Appendices I and J:60, 62). The mid evaluation was

sent home at the end of the fourth week to obtain feedback that might indicate a need for program adjustments. The final questionnaire requested feedback on the general success of the at-home strategy and the parents' feelings about their participation.

Posttest Administration

During the tenth week of the program implementation, the 25, one-word picture vocabulary test (Appendix C:44) and the mean length of utterance posttest (Appendix D:46) were administered to the target population. The same procedure was used for the administration of the posttest as was used for the pretest.

CHAPTER 5

RESULTS

A one-group pretest/posttest evaluation was used to measure the increase in vocabulary of the target population. The number of correct responses to the 25, one-word pictures were recorded for each student both before and after the implementation of the program. In order to determine the percent of increase in the student's vocabulary, the difference between the pretest and posttest scores was calculated. The difference was then divided by the number of correct responses given by the student on the posttest. For example, if the student scored five on the pretest and 20 on the posttest, the difference of 15 was divided by 20, resulting in .785, or a 75 percent increase. Then, the percentages were added and the total was divided by the number of students in the target population to determine the average percent of increase for the group. The results are summarized (Appendix L:69).

On the picture vocabulary test, 12 out of 14 students in the target population achieved the objective of an 80 percent or better increase in

their vocabulary scores. Scores ranged from 96 percent to 60.9 percent. The remaining two students demonstrated a 68 percent and 60.9 percent increase. The average percent of increase in vocabulary for the entire group was 83.6 percent.

The objective of 50 percent or better increase in the student's mean length of utterance was determined by responses to two story pictures. The results are summarized (Appendix M:71). The student's responses to two story pictures were tape recorded. The number of words used in each utterance was counted and an average number of words used was calculated. This procedure was the same for both the pretest and posttest. The percent of increase was determined by finding the difference between the two scores and dividing the difference by the posttest score. For example, if the student's mean length of utterance on the pretest was one and his posttest score was 10, the difference of 9 was divided by 10, resulting in a .90 or 90 percent increase.

Out of the 14 students in the target population, 14 achieved the objective of a 50 percent increase in mean length of utterance. Scores ranged from increases of 90 percent to 57.1 percent. The average

percent of increase for the entire group was 77.2 percent.

The students' level of participation was calculated by using the oral language participation checklist. Each time the student responded during the classroom sessions or during the sharing of the at-home activities, a check mark was given. The total number of checks during the first half of the program was compared to the total number of checks given during the second half of the implementation. The difference was determined and then divided by the total from the second half of the implementation. For example, if the student participated six times during the first half and 24 times the second half, the difference of 18 was divided by 24. The result was .75, or 75 percent increase in the level of participation. The results are summarized (Appendix N:73).

The expected outcome of the program was to increase the level of participation of each student in the target population at least 80 percent. Out of the 14 students, five achieved the objective. The scores of these five students ranged from a high of 86.4 percent to 80.8 percent. The remaining nine students did not achieve the 80 percent objective;

however,their scores, ranging from 70.4 increase to 77.8 percent, still indicated a significant increase in participation. The average percent of increase in participation for the entire group was 77.8 percent.

The target vocabulary checklist (Appendix H:58) was used each time the child received classroom instruction or shared an at-home activity. Checks were given each time the student used a target vocabulary word. Using the checklist provided ongoing information regarding the student's assimilation of the new vocabulary. All 14 students demonstrated their ability to recall and use the vocabulary correctly.

After participation in the strategies, the students should have reduced their inhibiting oral language behaviors by at least 50 percent. Observed behaviors were recorded on the behavior checklist and a total was calculated for the first half of the program and for the second half of the program. The difference between the two scores was divided by the first half total, resulting in the percentage of decrease in the behaviors. For example, if the student received 20 checks the first half and 13 checks the second half, the difference of 7 was

divided by 20. The percentage of decrease is 35 percent. The results are summarized (Appendix O:75).

Thirteen of the 14 students in the target population showed a greater than 50 percent reduction in their inhibiting oral language behaviors. Scores ranged from a 91.7 percent reduction to 35 percent reduction. The average percent of decrease was 77.4 percent. The one student who did not achieve the objective exhibits some overall emotional behaviors that might have contributed to his inability to reduce the inhibiting oral language behaviors.

Finally, a mid program and final program evaluation questionnaire was sent to parents. Responses were received from all parents who had children participating in the program. Appendices P and Q, pp. 77 and 79, summarize the responses. The parents indicated that they were working with their children on the at-home activities and enjoyed doing so, and that the students were incorporating the new vocabulary into their expressive language.

All of the data gathered from the pretest/ posttests, the checklists, and the questionnaires indicate that the strategies, as they were designed and followed, were effective in increasing the students' expressive vocabulary. In the writer's

opinion, the commitment of the parents to the at-home strategy was the main reason for the students' success. All of the parents of the target population attended the parent meeting and were diligent about helping their child complete the activities. When students had an opportunity to share their work, all 14 students had completed the packet. The students often times completed the activities ahead of schedule and parents would request more materials. The dedication of the parents provided excellent motivation for the students.

CHAPTER 5

RECOMMENDATIONS

Students who enter kindergarten with oral language deficits need classroom opportunities for oral language development. They need time to converse with each other and adults, to observe good role models for oral langauge, and to participate in activities that are designed to develop expressive language. This program offered students this type of instruction twice weekly; however, for this population daily oral instruction should be part of the kindergarten readiness curriculum.

In the writer's opinion, small group instruction is the appropriate organizational model for oral language instruction. This model provided students with the opportunity for frequent responses, facilitated assessment, and reduced students' anxieties about speaking in front of large groups. A byproduct of this model was increased attention span and listening skills.

Because of the enthusiasm and motivation of the students generated by the book packets, the packets

should be shared with the rest of the kindergarten population and used in lieu of traditional homework. The packets stimulated the much needed involvement of parents in their child's education. Once parents attended the parent meeting and were informed on how to facilitate language development, their participation with their child was exemplary. Periodic parent meetings may be necessary for prolonged involvement. This strategy demonstrated that parents can make a difference.

Both the classroom strategy and the at-home strategy should be expanded and become part of the kindergarten curriculum for this population. They provided the opportunity for increased vocabulary, elaborated language, participation, as well as reducing inappropriate speaking behaviors.

References

Arnson, B., & Trauba, B. "Chapter I Kindergarten Program." Journal of Library Science. ERIC ED 275 798. 1984.

Berger, Kathleen Stassen. The Developing Person Through Childhood and Adolescence. New York: Worth Publishers, Inc., 1987.

Bruner, Jerome Seymour. "The Course of Cognitive Growth," American Psychologist, 19. 1964, pp. 1-15.

Bruner, Jerome Seymour. Child's Talk: Learning to Use Language. New York: Norton, 1983.

Chant, Sally A., et al. "A Recipe for Motivating Successful Readers." Journal of Library Science. ERIC ED 219 718. 1979.

Heibeck, Tracy H. and Ellen M. Markman. "Word Learning in Children: An Examination of Fast Mapping." Child Development, 58. 1987, pp. 1021-1034.

Hough, Ruth A., Joanne R. Nurss, and Dolores Wood. "Tell Me A Story: Making Opportunities for Elaborated Language in Early Childhood Classrooms," Young Children, November, 1987, pp. 6-12.

Moerk, E.L. "Environmental Factors in Early Language Acquisition". In G. J. Whitehurst (Ed.), Annals of Child Development, 3. 1986, pp. 191-236.

Nurss, Joanne R. and Ruth A. Hough. "Young Children's Oral Language: Effects of Task." Journal of Educational Research, 78. May/June 1985, pp. 280-285.

Oken-Wright, Pamela. "Show and Tell Grows Up," Young Children. January, 1988, pp. 52-58.

Piaget, Jean. "The Grasp of Consciousness: Action and Concept in the Young Child." Susan Wedgewood (Trans.). Cambridge, MA: Harvard University Press, 1976.

Snow, Catherine E. "Literacy and Language: Relationships During the Preschool Years." Harvard Educational Review, 53. May, 1983, pp. 165-187.

Whitehurst, G.J., et al. "Accelerating Language Development Through Picture Book Reading. Developmental Psychology, 24. No. 4, 1988, pp. 552-559.

Whitehurst, George J. and Marta C. Valdez-Menchaca. "What Is the Role of Reinforcement in Early Language Acquisition?" Child Development, 59. 1987, pp. 1021-1034.

Vygotsky, Lev Semenovich. Thought and Language. Cambridge, MA: MIT Press, 1962.

APPENDICES

APPENDIX A

BRIGANCE SCREENING TEST RESULTS

APPENDIX A

BRIGANCE KINDERGARTEN SCREENING TEST RESULTS FOR THE 21 STUDENTS ENROLLED IN THE KINDERGARTEN CLASS

Student	Language Score *	Total Score **
1	8	65
2	5	45.5
3	2	34.5
4	10	68
5	3	17
6	10	76.5
7	8	76
8	5	37
9	5	67
10	3	44.5
11	8	74.5
12	4	33.5
13	5	52
14	5	63.5
15	10	75
16	5	63.5
17	3	15
18	2	45
19	8	72.5
20	5	36.5
21	2	14

The total score possible on screening instrument is 110.

* A score of 5 or below on the language section of the test is considered below the norm.

** A total score below 77 is considered below the norm and makes the student eligible for Chapter I services.

APPENDIX B

CUMULATIVE RECORD INFORMATION

APPENDIX B

INFORMATION GATHERED FROM CUMULATIVE RECORDS OF THE TARGET POPULATION

Economic Information

Student	Income Below $22,000/Yr. 4 Household Members	Parent Employed
2	Yes	Yes
3	Yes	No
5	Yes	No
8	Yes	No
9	Yes	Yes
10	Yes	No
12	Yes	No
13	Yes	Yes
14	Yes	No
16	Yes	No
17	Yes	No
18	Yes	No
20	Yes	No
21	Yes	No

Caretaker Status

Student	Single Parent	Two Parent	Extended or Foster Family
2		x	
3	x		
5		x	
8	x		
9		x	
10			x
12	x		
13		x	
14	x		
16	x		
17	x		
18	x		
20		x	
21			x

APPENDIX C

ONE WORD PICTURE VOCABULARY TEST

APPENDIX C

ONE WORD PICTURE VOCABULARY TEST

PRETEST/POSTTEST

1. nest
2. jack-in-the-box
3. lion
4. mailman
5. fireman
6. leaf
7. astronaut
8. barn
9. turkey
10. bird
11. farmer
12. alligator/crocodile
13. feather
14. escalator
15. camel
16. nurse
17. dishes
18. fish
19. rooster
20. lamb
21. ladle
22. vegetables
23. penguin
24. salesperson
25. bakery

APPENDIX D

MEAN LENGTH OF UTTERANCE TEST

APPENDIX D

MEAN LENGTH OF UTTERANCE

PRETEST/POSTTEST

Use Motivator Cards One and Seven from:

"Swinging Out," Modern Curriculum Press, Inc., Simon and Shuster School Group, Cleveland, Ohio 44136, 1986.

APPENDIX E

ORAL LANGUAGE PARTICIPATION CHECKLIST

APPENDIX E

ORAL LANGUAGE PARTICIPATION CHECKLIST

Does the student participate in oral language activities?

Activities

Student														
2														
3														
5														
8														
9														
10														
12														
13														
14														
16														
17														
18														
20														
21														

* Indicates participation in the activity

APPENDIX F

ORAL LANGUAGE BEHAVIOR CHECKLIST

APPENDIX F

ORAL LANGUAGE BEHAVIOR CHECKLIST

Student Number:

Activities

Behaviors													
Head Lowered													
Poor Eye Contact													
Hands Over Mouth or Face													
Silence													
Thumb Sucking													

x - Indicates exhibited behavior

APPENDIX G

BOOKS FOR AT HOME STRATEGY

APPENDIX G

BOOK PACKETS FOR AT-HOME STRATEGY

Each packet contains the book, targeted vocabulary, discussion guide, and materials for a follow-up activity.

Packets will be circulated from February 19, 1990, through April 20, 1990.

Packet 1: Alexander, Liza. Ernie Gets Lost, Golden Press Book, Western Publishing, Inc., 1985.

VOCABULARY: department store, escalator, salesperson

DISCUSSION: What kinds of things did Ernie see in the department store? What do you call the person behind the cash register who takes your money? What was the moving stairway called? Can you think of a department store where you have shopped?

ACTIVITY: Use the enclosed worksheet. Ride the escalator and paste the items in the correct department of the store.

Packet 2: Croser, Josephine. Crunch the Crocodile, Scholastic Inc., New York, 1986.

VOCABULARY: bird, snake, turtle, alligator, crocodile, fish

DISCUSSION: What animals did you see in the book? What animals were afraid of Crunch? Why? What did the animals do to Crunch? What did Crunch do?

ACTIVITY: Use the enclosed worksheet and paper bag to make a paper bag crocodile puppet. Let your child act out the story.

Packet 3: Keats, Ezra Jack. Jennie's Hat, Harper & Row, Publishers, 1966.

VOCABULARY: bird, nest, lampshade

DISCUSSION: What did Jennie's aunt send her? Tell me what the hat looked like. What other kind of hats did Jennie try? How did Jennie feel about the hat? What did Jennie like to do at three o'clock? What happened to Jennie's hat after church? What was at the top of Jennie's hat?

ACTIVITY: Use the paper plate, ribbon, and scraps to make yourself a hat.

Packet 4: Hill, Eric. What Does What? Price/Stern/ Sloan Publishers, Inc., Los Angeles, CA, 1982.

VOCABULARY: pilot, mailman, fireman, astronaut

DISCUSSION: What do you want to be when you grow up? What do we call the person that flies a plane? delivers letters? puts out fires? works in space?

ACTIVITY: Match the picture of the person to the objects unique to their job.

PACKET 5: Hooker, Yvonne. Splish, Splash! Grosset & Dunlap, Inc., 1986.

VOCABULARY: rooster, turkey, camel, lion, alligator/crocodile, plant

DISCUSSION: While looking at the pictures, ask the child: What farm animals need water? What jungle animals need water? In the garden, what needs water to grow? Who stores water in his hump? Why is water important? Where do we find water? What are some things we can do with water?

ACTIVITY: Use the cut and paste worksheet. Color and paste the things that need water.

Packet 6: Hooker, Yvonne. Wheels Go Round, Grosset & Dunlap, Inc., 1978.

VOCABULARY: wheel, fire engine, motorcycle, bus

DISCUSSION: What are some things in the book that have wheels? Can you think of other things that have wheels? What do wheels look like? What would life be like without wheels? Why?

ACTIVITY: Make a collage of wheels. Cut pictures of wheels out of the newspaper, magazines, etc. Paste them on the enclosed paper.

Packet 7: Play and Learn with Matchems, The Philip Lief Group, Inc., 1988.

VOCABULARY: empty, full, open, closed

DISCUSSION: Discuss the pictures in the book with your child. Help your child make comparisons between the pictures.

ACTIVITY: Cut out the eggs. Paste them in the nest that is labeled full. Paste the food in the refrigerator that is open.

Packet 8: Reit, Seymour. Jenny's in the Hospital, Western Publishing Co., Inc., Racine, Wisconsin, 1984.

VOCABULARY: hospital, nurse, doctor

DISCUSSION: Where would you go if you were hurt? Who are some of the people who might help you? What kinds of things would the nurse do for you? the doctor? Why was Jenny in the hospital? What did the nurse and doctor do for Jenny?

ACTIVITY: Using the enclosed patterns, make a nurse's hat.

Packet 9: Roth, Harold. Let's Look Around the Farm, Grosset & Dunlap, Inc., New York, New York, 1988.

VOCABULARY: barn, rooster, horse, tractor, farmer

DISCUSSION: As you read the book, let your child predict what will be behind each door. Let him/her explain their reason for their prediction.

ACTIVITY: Using the pattern and a paper grocery bag, make the rooster costume.

Packet 10: Roth, Harold. Let's Look Around the House, Grosset & Dunlap, Inc., New York, New York, 1988.

VOCABULARY: dishes, stove, refrigerator, cupboard

DISCUSSION: As you read the book, let your child predict what will be behind each door. Let him/her explain their reason for their prediction.

ACTIVITY: Play Concentration using the pictures of things found in the house.

Packet 11: Roth, Harold. Let's Look Around the Town, Grosset & Dunlop, Inc., New York, New York, 1988.

VOCABULARY: vegetables, fireman, policeman, town

DISCUSSION: Before reading, ask your child what you see in a town? As you read the book, let your child predict what will be behind each door. Let him/her explain their reasons for the prediction.

ACTIVITY: Make the fireman's hat.

Packet 12: Roth, Harold. Let's Look For Surprises All Around, Grosset & Dunlap, Inc., New York, New York, 1988.

VOCABULARY: bird, squirrel, jack-in-the-box

DISCUSSION: Before reading, ask your child if he/she has ever been surprised. What was the surprise? As you read the book, let your child predict what will be behind each door. Let him/her explain his/her reason for the prediction. What was your favorite surprise? How could you surprise someone?

ACTIVITY: Follow the directions on the worksheet and make a jack-in-the-box.

Packet 13: van der Meer, Ron and Atie. Who is in the Water?, Price Stern Sloan, Inc., Los Angeles, CA, 1986.

VOCABULARY: rooster, camel, fish

DISCUSSION: As you read the book, let your child identify the animals. Let him answer the questions in the book. See if he can recall who swims, jumps, crawls, and paddles in the water. Have him make additional suggestions.

ACTIVITY: Color the picture of the pond. Place the animals in the story in the appropriate positions.

Packet 14: Wallner, John. What's Wrong Here?, Grosset & Dunlap, Inc., New York, New York, 1988.

VOCABULARY: penguin, alligator/crocodile, rooster, bird, leaf, lion, astronaut, farm, farmer, lamb

DISCUSSION: As you read, have your child look carefully at each picture and identify what is wrong with the picture. Why? Encourage the use of appropriate names for people, animals, objects, etc.

ACTIVITY: Circle the mistakes on the worksheet. Explain why they are wrong.

APPENDIX H

TARGET VOCABULARY CHECKLIST

APPENDIX H

TARGET VOCABULARY CHECKLIST

Student No.

Activities

Vocabulary																	
nest																	
jack-in-the-box																	
lion																	
mailman																	
fireman																	
leaf																	
astronaut																	
barn																	
turkey																	
bird																	
farmer																	
alligator/crocodile																	
feather																	
escalator																	
camel																	
nurse																	
dishes																	
fish																	
rooster																	
lamb																	
ladle																	
vegetables																	
penguin																	
salesperson																	
bakery																	

* Indicate the number of times a targeted word was used during the activity.

APPENDIX I

MID-PROGRAM PARENT EVALUATION

APPENDIX I

MID-PROGRAM PARENT EVALUATION

Dear Parents,

In order for our Oral Language Program to be successful, I need your suggestions. Please take a minute to complete this survey and send it with your child tomorrow.

Thank you for your assistance.

Sincerely,

Circle the appropriate response.

Do you spend 20 minutes or more with your child reading the book and completing the activity?

yes no

Are the activities interesting to you and your child?

yes no

Are the discussion guides easily followed?

yes no

Does your child use the targeted vocabulary?

yes no

Does your child use the targeted vocabulary correctly?

yes no

Are you enjoying your participation in the program?

yes no

Additional Comments:

Child's Name: _____

Parent Signature: _____

APPENDIX J

FINAL PARENT PROGRAM EVALUATION

APPENDIX J

FINAL PARENT PROGRAM EVALUATION

Dear Parents,

In order for our Oral Language Program to be successful, I need your suggestions. Please take a minute to complete this survey and send it with your child tomorrow.

Thank you for your assistance.

Sincerely,

Please circle the appropriate response.

Did you enjoy your participation in this program?

yes no

Why?

Are the activities interesting to you and your child?

yes no

Do you feel your child's vocabulary increased?

yes no

Does your child use the new vocabulary correctly?

yes no

Do you plan to continue reading to your child?

yes no

Was the parent meeting helpful?

yes no

Why?

Additional Comments:

Child's Name: _____

Parent's Name: _____

APPENDIX K

CLASSROOM ORAL LANGUAGE ACTIVITIES

APPENDIX K

CLASSROOM ORAL LANGUAGE ACTIVITIES

Objective: Extend child's vocabulary to include lion, tiger, alligator, camel, kangaroo, penguin.

February 20, 1990

ACTIVITY 1: Show the video, Animal Alphabet, Toys R Us Video Productions. Stop the video after viewing the segments addressing the above animals. Discuss the animal's movements, his habitat, eating habits, and unique features with the children. Encourage the children to use the appropriate animal names and to speak in complete sentences.

February 22, 1990

ACTIVITY 2: Using pictures of the animals seen in the video in Activity 1, have the children identify each animal by name. Let the children describe the unique characteristics of each animal. Play Animal Lotto (teacher-made), letting different children call out the picture names.

Objective: Extend child's vocabulary to include barn, farmer, rooster, lamb, turkey, vegetables, ladle.

February 27, 1990

ACTIVITY 3: Read Old MacDonald Had a Farm, Modern Curriculum Press, Simon & Shuster, Cleveland, Ohio, 1986. Let children participate in reading together. Discuss the pictures, encouraging the use of the appropriate vocabulary. Sing "Old MacDonald Had a Farm."

March 1, 1990

ACTIVITY 4: Reread Old MacDonald Had a Farm. Discuss the farmer's vegetable garden. Show the children various vegetables, i.e., potato, carrot, radish, corn, etc. Let the children describe each vegetable. Make vegetable soup. Discuss the utensils used.

March 6, 1990

ACTIVITY 5: Ask the children what animals they would find in the barnyard? What sounds do each of those animals make? Play Barnyard Sounds cassette tape (teacher-made). Let the children call out the animal name that is making the sound. Make a Barnyard Sounds Book as a follow-up activity.

Objective: Expand child's vocabulary to include fireman, mailman, nurse, doctor, policemen, dentist, teacher.

March 8, 1990

ACTIVITY 6: Using community helper puppets, discuss the job responsibilities of each vocation. Let the children select a puppet and through the puppet, have the children describe who they are and what they do. Encourage the use of appropriate vocabulary and speaking in complete sentences.

March 13, 1990

ACTIVITY 7: Using community helper hats and objects unique to each occupation, match the vocation to the objects. Let the children identify the name of each helper. Play Community Helper Bingo (teacher-made).

Objective: Expand the child's vocabulary to include bird, turkey, chicken, feather, penguin.

March 15, 1990

ACTIVITY 8: Show the children a feather. Ask them what it is and what kind of animals have feathers. Let the children examine animal pictures and classify the birds. Name and describe the birds. Staple two 2 1/2-inch sections of paper rolls together and let the children paint and glue on feathers. Have the students describe their bird.

March 20, 1990

ACTIVITY 9: Using the baby chicks from the classroom incubator, let the children closely examine the chicks. Let them describe how they walk, feel, look, etc. Discuss what happens to the chicks as they grow.

March 22, 1990

ACTIVITY 10: Listen to the story Henny Penny. Identify each animal in the story. Identify the birds. Dramatize the story with different children taking the parts.

Objective: Expand the child's vocabulary to include leaf, stem, root, flower, seed, plant.

March 27, 1990

ACTIVITY 11: The children will plant bean seeds in cups with wet paper towels. Discuss what is going to grow from the seed. Write an experience story describing the planting. Make predictions about the outcome.

March 29, 1990

ACTIVITY 12: Examine the bean seeds. Have the children describe their observations. Point out the different parts of the plant. Have the children "build" a plant using construction paper stems, leaves, etc. Encourage the use of appropriate vocabulary and expansion of utterances.

April 3, 1990

ACTIVITY 13: Plant flowers in individual pots. Children should identify the parts of the plant, using the correct vocabulary. Discuss the care of the plants.

April 5, 1990

ACTIVITY 14: Visit the school vegetable garden. Discuss with the children the type of garden,the kinds of vegetables, the plants, the procedure for planting, and the parts of the plant.

Objective: Expand the child's vocabulary to include bakery, baker, oven, utensils.

April 17, 1990

ACTIVITY 15: Read The Little Red Hen. Discuss the process of making the bread, what is needed to make the bread, and where bread is made and sold. Bring in some of the utensils a baker would use. Bake bread with the children.

April 19, 1990

ACTIVITY 16: Recall with the children the experience of baking bread. Make a list of vocabulary necessary for writing an experience story. Write the story using the appropriate vocabulary.

APPENDIX L

PRETEST/POSTTEST VOCABULARY DATA

APPENDIX L

PRETEST/POSTTEST RESULTS
ONE WORD PICTURE VOCABULARY TEST

Student	Pretest	Posttest	% Increase
2	2	18	88.9
3	4	25	84
5	3	23	87
8	4	24	83.3
9	2	25	92
10	8	25	68
12	3	24	87.5
13	1	25	96
14	3	23	87
16	4	25	84
17	4	20	80
18	5	25	80
20	2	24	91.7
21	9	23	60.9

Average Percent of Increase: 83.6%

APPENDIX M

PRETEST/POSTTEST MEAN LENGTH OF UTTERANCE DATA

APPENDIX M

PRETEST/POSTTEST RESULTS
MEAN LENGTH OF UTTERANCE TEST

Student	Pretest (Average number of words per sentence or phrase)	Posttest	% Increase
2	1	10	90
3	1	8	87.5
5	3	7	57.1
8	2	9	77.8
9	2	9	77.8
10	2	10	80
12	3	11	72.7
13	2	10	80
14	4	12	66.7
16	2	12	83.3
17	2	10	80
18	4	12	66.7
20	2	9	77.8
21	2	12	83.3

Average Percent of Increase: 77.2%

APPENDIX N

ORAL LANGUAGE PARTICIPATION DATA

APPENDIX N

ORAL LANGUAGE PARTICIPATION CHECKLIST RESULTS

Student	First Half Participation	Second Half Participation	% Increase
2	4	18	77.8
3	6	24	75
5	3	22	86.4
8	4	22	81.8
9	3	20	85
10	5	26	80.8
12	7	25	72
13	5	22	77
14	6	25	76
16	4	18	77.8
17	5	20	75
18	6	22	72.7
20	5	26	80.8
21	8	27	70.4

Average Percent of Increase: 77.8%

APPENDIX O

ORAL LANGUAGE BEHAVIOR DATA

APPENDIX O

ORAL LANGUAGE BEHAVIOR CHECKLIST RESULTS

Student	First Half (Total Behaviors Recorded)	Second Half (Total Behaviors Recorded)	% Decrease
2	42	9	78.6
3	36	4	88.9
5	24	2	91.7
8	31	6	80.6
9	43	5	88.4
10	32	10	68.8
12	27	8	70.1
13	46	11	76.1
14	33	7	78.8
16	40	8	80
17	20	13	35
18	38	4	84.2
20	36	4	88.9
21	34	9	73.5

Average Percent of Decrease: 77.4%

APPENDIX P

MID-PROGRAM QUESTIONNAIRE DATA

APPENDIX P

MID-PROGRAM PARENT EVALUATION

Question	Yes	No
Do you spend 20 minutes or more with your child reading the book, etc.?	14	0
Are the activities interesting?	14	0
Are the discussion guides easily followed?	14	0
Does your child use the vocabulary?	11	3
Does your child use the targeted vocabulary correctly?	11	3
Are you enjoying your participation in the program?	12	2

APPENDIX Q

FINAL PROGRAM QUESTIONNAIRE DATA

This appendix was not sent with ERIC copy